DOCUMENT RESUME

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ABSTRACT

This content analysis schedule for the Ukiah Indian, Mexican-American Bilingual-Bicultural Program of Ukiah, California, presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Attached are a description of the objectives of the instructional component, a discussion of the methods of second language teaching, and a list of materials. (SK)

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Eric Copy

Proj. # 178
Ukiah, Calif.

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ED 074856

VERIFIED BY PROJECT

CHECK (✓) DOCUMENTS READ FOR CONTENT ANALYSIS SCHEDULE

✓ Initial Proposal

✓ 2nd Year Continuation

_____ 3rd Year Continuation (on separate C.A.S.)

Give Dates and Note if Evaluation is included in continuation.

	1st year	2nd year	3rd year
Evaluation design			
Interim evaluation			
Final evaluation			
Pre-audit			
Interim audit			
Final audit			

FL 004 037

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CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS

TABLE OF CONTENTS

		PAGE
PROJECT IDENTIFICATION		
0.1	Project Number	1
0.2	Name of Project	1
0.3	Address of Project (number and street)	1
0.4	City and State of Project	1
0.5	State (checklist)	1
1.0	PROJECT HISTORY, FUNDING AND SCOPE	
	1.1 Year Project Began under Title VII	1
2.0	FUNDING	
	2.1 Funding of Bilingual Program, Prior to Title VII	1
	2.2 Year Prior Funding Began	1
	2.3 Student Level (Elementary or Secondary) in Prior Bilingual Program	1
	2.4 Source of Prior Bilingual Program Funding	1
	2.5 Concurrent Funding of Program(s) if Cooperating with Title VII Program	1
	2.6 Student Level (Elementary or Secondary) Involved in Concurrent Program Cooperating with Title VII	1
	2.7 Source of Concurrent Funding	1
	2.8 Total Title VII Grant (first year)	1
3.0	UNIVERSITY Involvement with Project	1
4.0	SCOPE OF PROJECT	
	4.1 Number of Schools Involved	2
	4.2 Students - total number	2
	4.3 Students - grade level, number of classes, and number of students by grouped grade levels	2
	4.4 Non-graded classes	2
PROCESS VARIABLES		
5.0	STUDENTS (sociolinguistic)	
	5.1 Students' Dominant and Native Language and Cultural Affiliation (chart)	2
	5.2 Cultural or Ethnic Identification of Target Students	3
	5.3 Ethnic Identity of English Mother Tongue Students	3
	5.4 Students' Native Language if Different from Dominant Language	3
	5.5 Students' Dominant Language and Extent of Bilingualism	3
	5.6 Recruitment of Students	4
	5.7 Proportion of EMT Pupils in Project Area	4
	5.8 Community Characteristics	4
	5.9 Socio-Economic Status of N-EMT Participating Students	4
	5.10 Socio-Economic Status of EMT Participating Students	4
	5.11 Proportion of Migrant Students in Project	4
6.0	SOCIOLINGUISTIC SURVEY	
	6.1 Existence of Survey	4
	6.2 Groups Included in Survey	4
	6.3 Language Dominance by Domains and through Various Means of Communication	4
	6.4 Determination of Students' Language Dominance (if not in Survey)	5
	6.5 Survey Includes Determination of any Inter-Language in Community	5

0.2 Name of Project 1
0.3 Address of Project (number and street) 1
0.4 City and State of Project 1
0.5 State (checklist) 1

1.0 PROJECT HISTORY, FUNDING AND SCOPE
1.1 Year Project Began under Title VII 1
2.0 FUNDING
2.1 Funding of Bilingual Program, Prior to Title VII 1
2.2 Year Prior Funding Began 1
2.3 Student Level (Elementary or Secondary) in Prior Bilingual Program 1
2.4 Source of Prior Bilingual Program Funding 1
2.5 Concurrent Funding of Program(s) if Cooperating with Title VII Program 1
2.6 Student Level (Elementary or Secondary) Involved in Concurrent Program Cooperating with Title VII 1
2.7 Source of Concurrent Funding 1
2.8 Total Title VII Grant (first year) 1
3.0 UNIVERSITY Involvement with Project 1
4.0 SCOPE OF PROJECT
4.1 Number of Schools Involved 2
4.2 Students - total number 2
4.3 Students - grade level, number of classes, and number of students by grouped grade levels 2
4.4 Non-graded classes 2

PROCESS VARIABLES
5.0 STUDENTS (sociolinguistic)
5.1 Students' Dominant and Native Language and Cultural Affiliation (chart) 2
5.2 Cultural or Ethnic Identification of Target Students 3
5.3 Ethnic Identity of English Mother Tongue Students 3
5.4 Students' Native Language if Different from Dominant Language 3
5.5 Students' Dominant Language and Extent of Bilingualism 3
5.6 Recruitment of Students 4
5.7 Proportion of EMT Pupils in Project Area 4
5.8 Community Characteristics 4
5.9 Socio-Economic Status of N-EMT Participating Students 4
5.10 Socio-Economic Status of EMT Participating Students 4
5.11 Proportion of Migrant Students in Project 4
6.0 SOCIOLINGUISTIC SURVEY
6.1 Existence of Survey 4
6.2 Groups Included in Survey 4
6.3 Language Dominance by Domains and through Various Means of Communication 4
6.4 Determination of Students' Language Dominance (if not in Survey) 5
6.5 Survey Includes Determination of any Inter-Language in Community 5
6.6 N-EMT Parental Attitudes toward Language Maintenance or Shift 5
6.7 EMT Parental Attitudes toward Second Language Learning 5
6.8 Student Attitudes toward Native and Second Language Learning 5
6.9 Community Attitudes toward Maintenance 5
6.10 Survey's Impact on Program 5
7.0 STAFF SELECTION
7.1 Linguistic Background of Project Teachers 5
7.2 Linguistic Background of Project Aides or Paraprofessionals 6
7.3 Dominant and Native Languages Used by Bilingual Teachers 6
7.4 Dominant and Native Languages Used by Aides 6
7.5 Cultural Affiliation of Teachers, Aides, Project Director and Evaluators 6
7.6 Selection of N-EMT Teachers from Local Community 7
7.7 Proportion of Teachers and Aides of Same Cultural Background as N-EMT Students 7
7.8 Teacher Qualifications (Training Prior to Project) 7
8.0 STAFF DEVELOPMENT
8.1 Areas of Training for Teachers and for Paraprofessionals 7
8.2 Stated Goals of Teacher Training 7
8.3 Methods of Teacher Training 8
8.4 Provision of Time for Joint Lesson Planning (Teachers and Paraprofessionals) 8
8.5 Provision for Paraprofessionals to Receive Credit toward Certification 8
8.6 Role of Paraprofessionals 8
8.7 Personnel Training Project Teachers and Paraprofessionals 8
8.8 Extent of Bilingualism and Biculturalism of Personnel Training Staff 8
8.9 Period When Training Is Provided 8

		PAGE
	8.10 Extent of Training	8
	8.11 Proportion of Teachers Attending Training	8
9.0	TEACHERS' ATTITUDES	8
	9.1 Assesment of Teachers' Attitudes	8
10.0	STAFF PATTERNS	9
	10.1 Kinds of Staff Patterns	9
	10.2 Staff	9
	10.3 Pupils per Class	9
	10.4 Aides/Paraprofessionals per Class	9
	10.5 N-EMT or Bilingual Aides/Paraprofessionals per Class	9
	10.6 Methods of Providing Special Aid to Pupils Having Most Difficulty in Learning	9
11.0	INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT	9
	11.1 Duration of Bilingual Education (Policy)	9
	11.2 Projected Duration of Project Instruction through N-EMT Language (in years)	9
	11.3 Grade When Second Language Learning Is Introduced	9
	11.4 Projected Linking of Current Project to Future Bilingual Program	10
	11.5 Projected Duration of Second Language Learning for English Dominant Students	10
	11.6 Projected Duration of Learning in Native Language for N-E Dominant Students	10
	11.7 - 11.9 Instructional Time in and through their Native Language for N-EMT Students who Are Non-English Dominant	10
	11.10 - 11.12 Instructional Time in and through their Native Language (N-EMT) for pupils who are N-EMT/E Dominant	10
	11.13 Program Type - One Way	11
	11.14 - 11.16 Instructional Time in and through Second Language for EMT Students	11
	11.17 Mixed or Separate Language Usage by Teacher and Aide in Classroom	11
12.0	METHODS OF SECOND LANGUAGE TEACHING	11-12
13.0	DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE	12
	13.1 Sequential or Concurrent Learning of Listening, Speaking in Both Languages	12
	13.2 Relation of Reading and Writing to Listening, Speaking	12
	13.3 Determination of Listening, Speaking Proficiency	12
	13.4 Relationship of Learning Native and Second Language Reading Skills	13
	13.5 Period Reading Is Introduced	13
	13.6 Determination of Reading Readiness	13
	13.7 Projected Grade for Grade Level Reading in Dominant and Second Language	13
	13.8 Projected Grade for Grade Level Academic Achievement in Second Language	13
14.0	INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING	13
15.0	TREATMENT OF CHILD'S LANGUAGE	14
16.0	MATERIALS	14
	16.1 Reading Materials - Types	14
	16.2 Reading Material in Child's Dialect	14
	16.3 Materials and Techniques for Second Language Learning	14
	16.4 Sources of Materials in Language other than English	15
	16.5 Specific Bilingual/Bicultural Materials Used	15
17.0	STUDENT GROUPING	15
	17.1 Mixed or Separated by Dominant Language	15
	17.2 Size of Groups	15
	17.3 Criteria for Grouping	15
18.0	TUTORING	15
	18.1 Student Tutoring	15
	18.2 Paraprofessional Tutoring	
	18.3 Parent Tutoring	

11.1 Duration of Bilingual Education (Policy) 9
11.2 Projected Duration of Project Instruction through N-EMT Language (in years) 9
11.3 Grade When Second Language Learning Is Introduced 9
11.4 Projected Linking of Current Project to Future Bilingual Program 10
11.5 Projected Duration of Second Language Learning for English Dominant Students 10
11.6 Projected Duration of Learning in Native Language for N-E Dominant Students 10
11.7 - 11.9 Instructional Time in and through their Native Language for N-EMT Students who Are Non-English Dominant 10
11.10 - 11.12 Instructional Time in and through their Native Language (N-EMT) for pupils who are N-EMT/E Dominant 10
11.13 Program Type - One Way 11
11.14 - 11.16 Instructional Time in and through Second Language for EMT Students 11
11.17 Mixed or Separate Language Usage by Teacher and Aide in Classroom 11
12.0 METHODS OF SECOND LANGUAGE TEACHING 11-12
13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE
13.1 Sequential or Concurrent Learning of Listening, Speaking in Both Languages 12
13.2 Relation of Reading and Writing to Listening, Speaking 12
13.3 Determination of Listening, Speaking Proficiency 12
13.4 Relationship of Learning Native and Second Language Reading Skills 12
13.5 Period Reading Is Introduced 13
13.6 Determination of Reading Readiness 13
13.7 Projected Grade for Grade Level Reading in Dominant and Second Language 13
13.8 Projected Grade for Grade Level Academic Achievement in Second Language 13
14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING 13
15.0 TREATMENT OF CHILD'S LANGUAGE 14
16.0 MATERIALS
16.1 Reading Materials - Types 14
16.2 Reading Material in Child's Dialect 14
16.3 Materials and Techniques for Second Language Learning 14
16.4 Sources of Materials in Language other than English 15
16.5 Specific Bilingual/Bicultural Materials Used 15
17.0 STUDENT GROUPING
17.1 Mixed or Separated by Dominant Language 15
17.2 Size of Groups 15
17.3 Criteria for Grouping 15
18.0 TUTORING
18.1 Student Tutoring 15
18.2 Paraprofessional Tutoring 15
18.3 Parent Tutoring 16
18.4 Training of Parent Tutors 16
19.0 CURRICULUM PATTERNS 16
20.0 COGNITIVE DEVELOPMENT
20.1 In Early Childhood 16
20.2 In Later Grades 16
21.0 SELF ESTEEM 17
22.0 LEARNING STRATEGIES 17
23.0 BICULTURAL COMPONENT
23.1 Type 17
23.2 Cross-Cultural Awareness 18
23.3 Decreasing Ethnocentrism 18
23.4 Extent of Learning About N-EMT Culture 18
23.5 Definition of American Culture 18
24.0 COMMUNITY COMPONENT
24.1 Bilingual Libraries 18
24.2 Ethnic Studies Library 18
24.3 Program Dissemination to Community 19
24.4 Methods Used to Seek Community Involvement in Formulation of Program Policies 19
24.5 Methods Used to Keep Program Informed About Community 19
24.6 Means by which School Is Open to Community 19
25.0 IMPACT EVALUATION 19-20
26.0 EVALUATOR'S ROLE 20
27.0 EVALUATION PROCEDURE 20

Developed by Marietta Saravia Shore
Coordinator, BEARU

Verified by project

Bilingual Education Applied Research Unit
project b.e.s.t.
n.y.c. consortium on bilingual education

0.1 Project No. 178

CONTENT ANALYSIS SCHEDULE
FOR BILINGUAL EDUCATION PROGRAMS

Research Assistant Alan Ehrlich Date 1/14/72

0.2 Name of Project Ukiah Indian, Mexican-American Bilingual-Bicultural Program

0.3 Address of Project School and Henry Streets

0.4 Ukiah, California 95482

.05 STATE 0.5 3

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
3-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	25-Texas
6-Florida	16-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII: 1.1 97

see Project No.
97 - (1969)
07 - 1970
17 - 1971

2.0 FUNDING (Mark all that apply)

2.1 1-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
(0)-no prior funding mentioned 2.1 0

2.2 Year prior funding began 2.2 NA

2.3 Prior bilingual program involved: 2.3 NA
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.4 Source of prior bilingual program funding: 2.4 NA
1-local 4-university
2-state 5-federal (specify)

0.3 Address of Project School and Henry Streets

0.4 Ukiah, California 95482

.05 STATE 0.5 3

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
3-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	25-Texas
6-Florida	16-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII: 1.1 97

see Project No.
97 - (1969)
07 - 1970
17 - 1971

2.0 FUNDING (Mark all that apply)

2.1 1-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
(0)-no prior funding mentioned 2.1 0

2.2 Year prior funding began 2.2 NA

2.3 Prior bilingual program involved: 2.3 NA
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.4 Source of prior bilingual program funding: 2.4 NA
1-local 4-university
2-state 5-federal (specify)_____
3-foundation 6-other (specify)_____

2.5 1-CONCURRENT funding of program(s), if cooperating with Title VII program
(0)-no concurrent funding mentioned 2.5 0

2.6 Concurrent program cooperating with Title VII involves: 2.6 NA
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
4-teachers
0-not specified

2.7 Source of concurrent funding, if cooperating with Title VII program: 2.7 NA
1-local 4-federal (specify)_____
2-state 5-other (specify) _____
3-university

2.8 Total Title VII grant (first year only) 2.8 ~~$62,851-C~~ p.3

2.9 Total funds for concurrent program(s) cooperating with Title VII 2.9 0

3.0 1-If a UNIVERSITY is working with the Title VII program, specify which: Santa Rosa Junior College (Adult Education Courses C p.7) 3.0 1
0-none

C = Continuation document

4.0 SCOPE of PROJECT

4.1 Numbers of schools involved in Title VII program:
(1)-one 4-four 0-not specified
2-two 5-five
3-three 6-other

4.1 1 C. p.4

4.2 Total number of students in program A. First year
B. Second year
C. Third year

4.2 A 35
B 120 C p.4
C 157

4.3 Grade level of students in program; number of classes per grade and total number of students by grouped grade levels (by second year)

Grade	Number of Classes
PS-PreSchool	
(K)-Kndgtn	2

PSK 60 TOTAL NO. students PS and K

Grade	Number of Classes
7-grade 7	
8-grade 8	
9-grade 9	

B ____ TOTAL students gr. 7-9

(1)-grade 1	1
2-grade 2	
3-grade 3	
4-grade 4	
(5)-grade 5 }	
(6)-grade 6 }	
	1

A 60 TOTAL students gr. 1-6

Grade	Number of Classes
10-grade 10	
11-grade 11	
12-grade 12	

C ____ TOTAL students gr. 10-12

4.4 1-All classes graded
2-All classes ungraded
(3)-Some classes ungraded

4.4 3

If ungraded, specify ages or grades grouped together: 1 non-graded 5th-6th level class C p.13

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)
(Circle any information which is inferred and write INF.)

	I Non-English Dominant	II English Dominant
1. Total Non-English Mother Tongue	I N-E Dom - NEMT 60	II E-Dom - NEMT
2. Total English Mother-Tongue		II_2 E-Dom - EMT

5.0

		No.	%
NE dom N-EMT	I	60	50
E dom NEMT	II_1	....	....
E-Dom EMT	II_2	....	....

I Total Non-English II

4.3 Grade level of students in program, number of classes per grade and total number of students by grouped grade levels (by second year)

Grade	Number of Classes	Grade	Number of Classes
PS-PreSchool	.....	7-grade 7	.....
(K)-Kndgtn	2	8-grade 8	.....
PSK 60 TOTAL NO. students PS and K		9-grade 9	.....
		B ..... TOTAL students gr. 7-9	
(1)-grade 1	1	10-grade 10	.....
2-grade 2	.....	11-grade 11	.....
3-grade 3	.....	12-grade 12	.....
4-grade 4	.....	C ..... TOTAL students gr. 10-12	
(5)-grade 5 }	.....		
(6)-grade 6 }	1		
A 60 TOTAL students gr. 1-6			

4.4 1-All classes graded
2-All classes ungraded
(3)-Some classes ungraded

4.4 3

If ungraded, specify ages or grades grouped together: 1 non-graded 5th-6th level class C p.13

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)
(Circle any information which is inferred and write INF.)

	I Non-English Dominant	II English Dominant
1. Total Non-English Mother Tongue	I N-E Dom - NEMT 60	II E-Dom - NEMT
2. Total English Mother-Tongue		II_2 E-Dom - EMT
	I Total Non-English Dominant: 60	II Total English Dominant: 60

5.0		No.	%
NE dom N-EMT	I	60	50
E dom NEMT	II_1	....	....
E-Dom EMT	II_2	....	....
Total E-Dom II= II_1 + II_2		60	50

C p.3

KEY:	Non-English Dominant	English Dominant
	N-E Dom N-EMT	E-Dom N-EMT
Non-English Mother Tongue	Example: a native Spanish speaker who uses Spanish in most contacts though he may know English	Example: a native Spanish speaker who uses Spanish only in familiar contacts, and English in all others: school, work.
	N-E Dom - EMT	E-Dom - EMT
English Mother Tongue	Example: (rare) a native English speaking Puerto Rican child, born in New York who returns to Puerto Rico and becomes Spanish dominant	Examples: 1)a native E.speaking acculturated American who may or may not know a second lang. 2)a native E. speaking Mexican-American child who has a minimal receptive knowledge of Spanish, but has a Latin culture affiliation

5.2 Cultural or Ethnic identification of target students in program by number and % of each:

		Number	Per Cent of Total Students	if inferred, check (✓)	
Indigenous Americans:					
A1 Navajo	A1	.....	..... %	.....	
A2 Cherokee	A2	.....	..... %	.....	
A3 Other (specify) POMO	A3	30	25 %	.....	C p.3
A TOTAL No. of American Indian	A	30	25 %	.....	
Americans of other ethnic backgrounds:					
B1 Mexican-American	B1	30	25 %	.....	C p.3
B2 Puerto-Rican	B2	.....	..... %	.....	
B3 Cuban	B3	.....	..... %	.....	
B4 Other Spanish-American (specify)	B4	.....	..... %	.....	
B TOTAL No. of Spanish-speaking Americans	B	30	25 %	.....	
C Portuguese-American	C	.....	..... %	.....	
D Franco-American	D	.....	..... %	.....	
F Chinese-American	F	.....	..... %	.....	
G Eskimo	G	.....	..... %	.....	
H Russian	H	.....	..... %	.....	
J Other	J	.....	..... %	.....	
I TOTAL number of N-EMT target students		60	50 %	.....	C p.3

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent. 5.3 NS

E1 NS	E1	60	50 %	.....
E2	E2	—	..... %	.....
II TOTAL number of EMT students other than target population		60	50 %	..... C p.3

5.4 Students' native language or mother tongue if DIFFERENT from dominant language 5.4 NA

Dominant language	(specify) Different Native Language	Number	Per Cent
1-English	.....	.....	.....
2-Spanish	.....	.....	.....

5.5 Students' Dominant Language and Extent of Bilingualism

Dominant language of students in program		Number of Monolingual Students			Number of students Bilingual to any extent		
Number	%	not	No.	%	not	only listening	speaking

B1 Mexican-American	B1 30	25 %		C p.3
B2 Puerto-Rican	B2	%		
B3 Cuban	B3	%		
B4 Other Spanish-American (specify)	B4	%		
B TOTAL No. of Spanish-speaking Americans	B 30	25 %		
C Portuguese-American	C	%		
D Franco-American	D	%		
F Chinese-American	F	%		
G Eskimo	G	%		
H Russian	H	%		
J Other	J	%		
I TOTAL number of N-ENT target students	60	50 %		C p.3

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent. 5.3 NS

E1 NS	E1 60	50 %	
E2	E2	%	
II TOTAL number of ENT students other than target population	60	50 %	C p.3

5.4 Students' native language or mother tongue if DIFFERENT from dominant language 5.4 NA

Dominant language	(specify) Different Native Language	Number	Per Cent
1-English			
2-Spanish			

5.5 Students' Dominant Language and Extent of Bilingualism

	Dominant language of students in program			Number of Monolingual Students			Number of students Bilingual to any extent				
	Number		%	not spec.	No.	%	not spec.	only listening comprehension No.	%	speaking ability No.	%
E	60	English	50	X			X				
A4	30	American Indian	25	X			X				
A1		Navajo									
A2		Cherokee									
A3		Keresan									
A4		Other (spec.)									
B1	30	Spanish	25		4	3	X				
C		Portuguese			C 70 p.19						
D		French									
F		Chinese									
G		Eskimo									
H		Russian									
J		Other (spec.)									

5.6 Recruitment of Students: 5.6 3
0 - not specified
1 - English Mother Tongue and Non English Mother Tongue Students are required to participate in the bilingual program
2 - Only N-EMT are required to take program, EMT's participation is voluntary
3 - Both EMT and N-EMT participation is voluntary

5.7 Proportion of EMT pupils in project area: see Chart C 5.7 NS
n.s.- not specified on the chart

5.8 Community Characteristics (mark ally that apply) 5.8 3,4 C p.4
0 - not specified
1 - inner city-ghetto
2 - major city
3 - small city, town or suburb
4 - rural
5 - other (specify)

5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES) 5.9 A. 25%
B. Average family income, if mentioned B. NS
n.s. - not specified

5.10 Socio-econonomic status of EMT participating students (indicate specific percent of low SES on the blank) 5.10 NS
n.a. - not applicable (no EMT)
00 - not specified

5.11 Proportion of migrant students in project (Indicate specific percent) 5.11 20% C p.4
n.s. - not specified

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey: 6.1 I 1 C p.8
II NS C p.35

	I for N-EMT group	II for EMT group
(1) was made	X	----- (home interview)
2 will be made	-----	-----
0 not mentioned	-----	-----

6.2 If a sociolinguistic survey was or will be made, mark all groups included: 6.2 I 1,2,4
II 1,2,4

	I N-EMT	II EMT
(1) parents	-----	-----
(2) children		

0 - not specified
1 - inner city-ghetto
2 - major city
3 - small city, town or suburb
4 - rural
5 - other (specify)

5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES)
B. Average family income, if mentioned
n.s. - not specified

5.9 A. 25%
B. NS

5.10 Socio-econonomic status of EMT participating students (indicate specific percent of low SES on the blank)
n.a. - not applicable (no EMT)
00 - not specified

5.10 NS

5.11 Proportion of migrant students in project (Indicate specific percent)
n.s. - not specified

5.11 20% C p.4

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey:

	I for N-EMT group	II for EMT group
(1) was made	X	------ (home interview)
2 will be made	------	------
0 not mentioned	------	------

6.1 I 1 C p.8
II NS C p.35

6.2 If a sociolinguistic survey was or will be made, mark all groups included:

	I N-EMT	II EMT
(1) parents	------	------
(2) children	------	------
3 teachers	------	------
(4) community	------	------
5 others (specify)	------	------

6.2 I 1,2,4
II 1,2,4

6.3 Language dominance of N-EMT groups (check A__parents, B X children, C__teachers) will be determined by the extent each language is used in different domains through various means of communication.
e.g. specify extent descriptively: never, sometimes, always

6.3 A ------
B 1 C p.35
C ------

	USE NON-ENGLISH LANG.				USE ENGLISH			
DOMAINS:	LISTENING	SPEAKING	READING	WRITING	LISTENING	SPEAKING	READING	WRITING
1 Home	X	X				X		
2 Church								
3 School	X	X	X	X	X	X	X	X
4 Work								
5 Socializing								
6 Neighborhood								
7 film-TV-radio								
8 Magazines, news								
9 Others (specify)								

6.4 If not included in survey, how was student's language dominance determined? 6.4 I NA II ____

	I N-EMT	II EMT	
1-inferred by use of surname	____	____	survey includes
2-established by formal testing of students	____	____	language used in
3-assessed by informal means (specify how)	____	____	the home
4-not mentioned	____	____	C p.35

school record shows language code C p.36

6.5 Sociolinguistic Survey includes: (check all that apply) 6.5 0

An analysis to determine if an interlanguage exists in the community, (e.g., a mixture of two languages which serves as a single system of communication for a group of people).
1-yes
0-no

Attitudes toward maintenance or shift:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English 6.6 1
1-yes
0-no

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language 6.7 1
1-yes
0-no

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language 6.8 0
1-yes
0-no

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined? 6.9 NA
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how)_____

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) 6.10 1
0-not mentioned assessment of need: C p.8

a group of people).
1-yes
0-no

Attitudes toward maintenance or shift:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English — 6.6 1
1-yes
0-no

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language — 6.7 1
1-yes
0-no

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language — 6.8 0
1-yes
0-no

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined? — 6.9 NA
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how)_____

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) — 6.10 1
0-not mentioned assessment of need: C p.8

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

✓ Language dominance not specified
✓ Mother tongue not specified
___ not specified whether monolingual or bilingual

(if any information is not specified, cross out that heading and complete the rest of the chart)

		A-Monolingual	B-Bilingual
I	N E Dom. NEMT	N=	N=
II	E Dom EMT	N=	N=
II_1	E Dom NEMT	N=	N=

A Total Number Monolingual: 2
B Total Number Bilingual: 2

Total Number of Teachers
N 4 C 70 p.10

7.1

		No.	%
I	A	NS	___
I	B	NS	___
II	A	NS	___
II	B	NS	___
II_1	A	NS	___
II_1	B	NS	___
	A	2	50
	B	2	50
	N	4	

7.2 Linguistic background of project aides or paraprofessionals, by number:
(indicate non-English language in each box)

__X__ Language dominance not specified
____ Mother tongue not specified
____ Not specified whether monolingual or bilingual

"Staff will be hired from target groups (Indian & Mexican-American)" I.P. p.27

	A Monolingual	B Bilingual
I N-E Dom N-EMT		
II E Dom EMT		
II E Dom N-EMT		

(If any information is not specified, cross out that heading and complete the rest of the chart)

7.2	No.	%
I A	NS	—
I B	NS	—
II A	NS	—
II B	NS	—
II A	NS	—
II B	NS	—
A	4	50
B	4	50
N	8	

A Total Number Monolingual	B Total Number Bilingual	N Total Number of aides or paraprofessionals
4	4	8

I.P. p.28 & C70, p.5

7.3 Language(s) used by bilingual teachers:
(Mark all that apply)

7.3 2
C 70, p.16

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0-not specified

2-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

0-language(s)used by teachers not specified

7.4 Language(s) used by bilingual aides or paraprofessionals:
(Mark all that apply)

7.4 2
C 70, pp. 19, 20

1-Bilingual aides instruct in only one language
1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
Bilingual aides who instruct in only one lang. teach in their native lang.:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant

II E Dom EMT		II A	NS
		II B	NS
II E Dom N-EMT		II A	NS
		II B	NS
		A	4 50
		B	4 50
		N	8

A Total Number Monolingual	B Total Number Bilingual	N Total Number of aides or paraprofessionals
4	4	8

I.P. p.28 & C70, p.5

7.3 Language(s) used by bilingual teachers: 7.3 2
(Mark all that apply) C 70, p.16

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0-not specified

2-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

0-language(s)used by teachers not specified

7.4 Language(s) used by bilingual aides or paraprofessionals: 7.4 2
(Mark all that apply) C 70, pp. 19, 20

1-Bilingual aides instruct in only one language
1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
Bilingual aides who instruct in only one lang. teach in their native lang.:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0 not specified
2-Bilingual aides instruct in both their native and second language, regardless of which is their dominant language.

0-language(s) used by bilingual aides not specified

7.5 Cultural affiliation of teachers, aides, project director and evaluators by number and percent (Mark all that apply) Specify cultural affiliation.

A. Teachers	No.	%	B. Aides	No.	%	C. Proj. Director	D. Evaluator(s)	No.	%
(inf) Anglo	3	75	Pomo Indian	4	50	Mexican-American	Anglo	2	100
C 70,p.14 Mexican-American	1	25	Mexican-American	4	50				

0-not specified

7.6 Selection of N-EMT teachers from local community
0-not specified
Number of N-EMT program teachers from local community ____
and % ____of total N-EMT teachers.

7.6 No. 1 % 25

7.7 Number and Proportion of teachers and aides of same cultural background as N-EMT students:
indicate specific percent on the blank, or if specified descriptively,

A = teachers
B = aides

1-few
2-some
3-many
4-most
5-more than half
0-not specified

7.7 No. % A 1 25 B 8 100 C 70, p.14

7.8 Teacher Qualifications - Training prior to project
(Indicate number of teachers with each qualification, if given)

7.8 3,4,15 no.'s _____ C 70, p.11

n.s.-qualifications not spcified
0-previous courses not specified
1.____teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2.____teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview
3. 1 previous teaching through N-EMT (in country where it is a native language, in Peace Corps)
4. 1 previous teaching in local area
5.____courses in N-EMT language structure and usage
6.____courses in N-E literature
7.____content (e.g. Social Studies) courses learned through N-EMT
8.____any previous education through N-EMT
9.____courses in teaching ESL
10.____courses in methods of teaching N-EMT language
11.____courses in methods of teaching content (e.g. math)in N-EMT
12.____certification in ESL
13.____certification in teaching N-EMT
14. 4 cross cultural courses
15. 5 courses in the cultural heritage, values, deep culture of N-EMT
16.____other qualifications, specify

8.0 STAFF DEVELOPMENT

8.1 A NS
B NS I.P. p.13

0-No staff training mentioned

8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: (mark all that apply)

	A. For Teachers	B. For Para-professionals
Pre-service orientation course for aides--I.P. p.12		
n.s.-Training indicated, but nature not specified	____	✓
1-English as their second language	____	____
2-The teaching of English as a second language	____	____
3-X as their second language	____	____
4-The teaching of X as a second language	____	____

4-most
5-more than half
0-not specified

7.8 Teacher Qualifications - Training prior to project (Indicate number of teachers with each qualification, if given) 7.8 ~~3~~,4,~~5~~ no.'s

C 70, p.11

n.s.-qualifications not spcified
0-previous courses not specified
1.___ teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2.___ teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview
3. 1 previous teaching through N-EMT (in country where it is a native language, in Peace Corps)
4. 1 previous teaching in local area
5.___ courses in N-EMT language structure and usage
6.___ courses in N-E literature
7.___ content (e.g. Social Studies) courses learned through N-EMT
8.___ any previous education through N-EMT
9.___ courses in teaching ESL
10.___ courses in methods of teaching N-EMT language
11.___ courses in methods of teaching content (e.g. math)in N-EMT
12.___ certification in ESL
13.___ certification in teaching N-EMT
14. 4 cross cultural courses
15. 5 courses in the cultural heritage, values, deep culture of N-EMT
16.___ other qualifications, specify

8.0 STAFF DEVELOPMENT

8.1 A NS
B ns I.P. p.13

0-No staff training mentioned

8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: (mark all that apply)

	A. For Teachers	B. For Para-professionals
Pre-service orientation course for aides--I.P. p.12		
n.s.-Training indicated, but nature not specified		✓
1-English as their second language		
2-The teaching of English as a second language		
3-X as their second language		
4-The teaching of X as a second language		
5-Methods of teaching other academic subjects		
6-Methods of teaching other academic subjects in X language		

8.2 Stated goals of teacher training are: 8.2 I 1,2,3,4,5,6,7,8,9,10
II 1,2,3,4,6,7,8,9,10

	Students I N-EMT	II EMT
1-Understanding of socio-cultural values and practices of	X	X
2-Cross-cultural training	X	X
3-Sensitivity to ethnocentricism and linguistic snobbery	X	X
4-Awareness of the social-emotional development of	X	X
5-Strategies for accomodating the different learning styles of Indian & Mexican-American children	X	X
6-Strategies for cognitive development of	X	X
7-Strategies for reinforcing the self-esteem of	X	X
8-Methods of cross-cultural teaching or teaching the bicultural component	X	X
9-Formulation of pupil performance objectives	X	X
10-Methods of evaluation of pupil performance objectives	X	X

I.P. p.13

List specific courses if given (or Xerox and attach)

1. Inservice workshop on performance obj. 2. Seminar on Native American Cultures 3. Study of Culture 4. Community Development 5. Migrant Ed. Summer Program 6. Learning Centers

8.3 Methods of Teacher Training: (Mark all that apply) 8.3 1,3,

1-courses
2-experiential, teaching supervised by master teacher
3-workshops where teachers offer suggestions to each other
4-use of video-tapes of teachers for feedback on how they are doing
5-cross-cultural sensitivity training, t-groups
6-interaction analysis (e.g. Flanders system)
7-other (specify)

8.4 Project provides released time to teachers and paraproffesionals for joint lesson planning: 1-yes 0- not mentioned 8.4 1

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned 8.5 1
How? (specify) _____

8.6 Paraprofessional's role: 8.6 2,3,5,6

1-teaching whole class
2-teaching small groups
3-tutoring individually
4-clerical
5-contributing to bicultural component
how ? _____
6-liaison with parents

8.7 Training for project teachers and paraprofessionals is given by: (mark all that apply) 8.7 A 1,4 B 1,4

	A for teachers	B for aides
0-not specified		
1-University faculty	X	X
2-project's Master Teachers		
3-project's teachers		
4-other (specify) aides & paraprofessionals	X	X

8.8 Number and Proportion of personnel giving teacher training who are: 8.8

	no.	%
1-bilingual	2	
2-bicultural	3	
3-N-BMT (specify background)	NS	

8.9 Training is provided: 8.9 2
1-during a summer session
2-during the academic year
3-other (specify)

8.10 Extent of training: 8.10 A 3 B 5 4-6

A 1-approximately equivalent to a college course
2-more than one course
3-less than one course
4-other (specify) _____

B (indicate no. of hours)
5 4-6 weekly (pre-service
6 _____ monthly course for
7 _____ bi-monthly aides)

6 _____
7 _____

I.P. p.12

8.11 Number and Proportion of teachers attending training: 8.11 no. 6 %

0-not specified
or: if specified descriptively, indicate:
6-most

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned — 8.5 1
How? (specify) _____

8.6 Paraprofessional's role: — 8.6 2,3,5,6

1-teaching whole class
2-teaching small groups
3-tutoring individually
4-clerical
5-contributing to bicultural component
how ? _____
6-liaison with parents

8.7 Training for project teachers and paraprofessionals is given by: (mark all that apply) — 8.7 A 1,4 B 1,4

	A for teachers	B for aides
0-not specified		
1-University faculty	X	X
2-project's Master Teachers		
3-project's teachers		
4-other (specify) aides & paraprofessionals	X	X

8.8 Number and Proportion of personnel giving teacher training who are: — 8.8

	no.	%
1-bilingual	2	
2-bicultural	2	
3-N-EMT (specify background)	NS	

8.9 Training is provided: — 8.9 2
1-during a summer session
2-during the academic year
3-other (specify)

8.10 Extent of training: — 8.10 A 3 B 5 4-6 6 7

A
1-approximately equivalent to a college course
2-more than one course
3-less than one course
4-other (specify) _____

B (indicate no. of hours)
5 4-6 weekly (pre-service
6 _____ monthly course for
7 _____ bi-monthly aides)

I.P. p.12

8.11 Number and Proportion of teachers attending training: — 8.11 no. 6 %

or: if specified descriptively, indicate:
0-not specified
1-100%
2-more than 75%
3-50-74%
4-25-50%
5-1-24%
6-most
7-many
8-few
9-other (specify)_____

9.0 TEACHERS' ATTITUDES

9.1 Teachers' attitudes are assessed: (Mark all that apply) — 9.1 NS
0-not mentioned
1-to N-EMT language or dialect
2-to N-EMT students - expectations of achievement
3-to N-EMT culture

4-prior to participation in bilingual project
5-after project training
6-after participation for a period of time in project

7-through a questionnaire
8-other (specify) _____

10.0 STAFF PATTERNS

10.1 Staff patterns: (mark all that apply)
0-not specified
1-team teaching
2-cluster teaching
3-shared resource teacher
4-other (specify) _____

10.2 Staff:
1-bilingual teacher
2-ESL teacher
3-bilingual coordinator
4-aides or paraprofessionals
5-consultant psychotherapist or guidance counselor
6-other (specify)_____

10.1 1,3

10.2 1,3,4,5

10.3 Average number of pupils per class:
0-not specified

10.3 20

10.4 Average number of aides or paraprofessionals per class:
0-not specified

10.4 2

10.5 Average number of N-EMT or bilingual aides (or paraprofessionals) per clas:
0-not specified

10.5 2

10.6 Special aide to pupils having most difficulty in learning is given:
1-individually
2-in small groups
0-not specified

by: 3-teacher
4-special remedial teacher
5-paraprofessional
6-parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

10.6 1,2,3,5,7

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT See Xerox 9a-D

11.1 Duration of Bilingual Education (policy)

N-EMT language will be maintained in program: (mark all that apply)
0-not specified how long
1-as the alternative language of learning for as long as desired
2-as the medium of instruction for special subject matter (e.g. cultural heritage)
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English

	I	II	II_1
	ME DOM NEMT	E DOM EMT	E DOM NEMT
	X	X	X
	____	____	____
	____	____	____
	____	____	____

11.1 I 1
II 1
II_1 1

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue?

0-not mentioned
if for a particular number of years:
1 2 3 4 5 6 7 8 9 10

11.2 0

(if specified in t...

0-not specified

10.4 Average number of aides or paraprofessionals per class: 10.4 2
0-not specified

10.5 Average number of N-EMT or bilingual aides (or para-professionals) per clas: 10.5 2
0-not specified

10.6 Special aide to pupils having most difficulty in learning is given: 10.6 1,2,3,5,7

1-individually
2-in small groups
0-not specified

by: 3-teacher
4-special remedial teacher
5-paraprofessional
6-parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT See Xerox 9a-D

11.1 Duration of Bilingual Education (policy)

N-EMT language will be maintained in program: (mark all that apply)	I N-E DOM/NEMT	II E DOM/EMT	II_1 E DOM/NEMT
0-not specified how long	X	X	X
1-as the alternative language of learning for as long as desired	----	----	----
2-as the medium of instruction for special subject matter (e.g. cultural heritage)	----	----	----
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English	----	----	----

11.1 I 1
II 1
II_1 1
0

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue? 11.2 ____

0-not mentioned
if for a particular number of years:
1 2 3 4 5 6 7 8 9 10

(if specified in terms of a condition, please state it - e.g. "if a child begins learning in N-EMT and English in Pre-K, N-EMT instruction should continue through high-school")

Duration of Bilingual Education (in practice) (Mark all that apply)

11.3 Second language learning is introduced in which grade: 11.3 I 14
code: C= N.A. (if no EMT) II 14
13= 14= II_1 14

for each group	N.A.	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12
I N-E DOM	...	...	X	...	...	...	...	...	...	...	...	...	...	...	...
II E DOM	...	...	X	...	...	...	...	...	...	...	...	...	...	...	...
II_1 E DOM/NEMT	...	...	X	...	...	...	...	...	...	...	...	...	...	...	...

Question

11.0 Instructional Component

(Objectives)

5. Objectives

The objectives of the program fall into two categories: academic and social-psychological. Both components have as a goal the eradication of cultural barriers. A sense of their own and others' personal worth and an appreciation of both their own and another culture are our aims for each child. In the case of the Mexican-American-Anglo component this extends further to the growing ability to understand and speak the language of the other culture.

Throughout this planning year we have been operating with two educational biases. The first is a commitment of individualized instruction, to reach each child where he is and work from there, emphasizing personal growth and development rather than comparing achievement to others in the class. The second bias is a belief in the fundamental importance of language arts to all mental development. The growth of children's ability to think is intimately related to their ability to use language. As children gain control of words they are able to move into a world of ideas and meanings and they are able to express more adequately their attitudes and feelings. We believe that experiences and materials which can stimulate children to think analytically, critically, creatively and intuitively are mandatory elements of an individualized curriculum.

A. Kindergarten

For both Kindergarten classes there will be a strong reading readiness program* and extensive work on developing motor competencies. Newell C. Kephart's book, The Slow Learner in the Classroom,** reports about the many experiments which demonstrate how intimately connected motor control is to mental skills. We feel this may be of especial value for the Native-American component, for although we have found no verifiable research on the matter, some of our Kindergarten teachers have noted that the Indian children often are less skillful in muscular coordination than other children their same age. We have utilized the Santa Clara Inventory of Developmental Tasks and the Frostig Materials as well as Kephart in developing the Kindergarten program. In the Mexican-American kindergarten early familiarity with the sounds of both languages will provided, especially through the use of songs and games, and the children will be encouraged to teach each other through the structuring of situations where this will occur naturally. *

1) Specific Academic Objectives for the Native-American Component

   a. Be able to speak in complete sentences.

   b. Tell a short story from personal experience or as suggested by a picture.

   c. Recognize the eight basic colors by name in both English and Pomo.

   d. Read and write the numbers to ten.

   e. Count to thirty in English; to ten in Pomo.

   f. Know the four basic geometric shapes and be able to discriminate between different sizes.

   g. Know the elementary facts about Pomo Indian life in this area before the advent of the white settlers, and a few phrases and words in the Pomo language.

2) Specific Academic Objectives for the Mexican-American Component

   a. Be able to speak in complete sentences in their first language.

   b. Tell a short story from personal experience or pictures in their first language.

   c. Understand simple classroom directions in both languages.

   d. Recognize the eight basic colors by name in both languages.

   e. Read and write the numbers to ten.

---

* For children in the Mexican-American component whose first language is Spanish, reading readiness activities will be given in the language. Where children are fluent in both languages, parents will be asked which language they prefer their child to learn to read first. In borderline cases or where a child is not fluent in either language, preference will be given to Spanish unless the parents perfer it otherwise.

** Kephart, N.C. The Slow Learner in the Classroom, Charles Merril, Inc. Cleveland, Ohio

f. Count to ten in both languages, to thirty in their first language.

g. Know the four basic geometric shapes in both languages and be able to distinguish different sizes.

In both components work will be done with the alphabet and letter sounds, beginning, ending, and rhyming, but these are not to be an expected accomplishment at the Kindergarten level.

3) Specific Motor Objectives for both Components

a. Use of tools: scissors, paint brush, crayons, pencil, hammer, saw, vise and drill.

b. Skills: jump, skip, hop, gallop

walk the balance beam
bounce and catch a ball
step over a board without knocking it down
jump rope
turn a somersault

4) Social Objectives for both Components

a. Understands and follows directions

b. Completes tasks and puts materials away

c. Observes rules of the room

d. Can be self-directing

e. Respects rights of others e. g. wait their turn

f. Participates in class discussions

g. Shares experiences with the group

B. First Grade (Mexican-American component only)

1) Academic Objectives

Children will be taught to read and write in their first language. The second language will be introduced in written form only after verbal competency is obtained. The decision as to which language should be taught in cases where there is no pronounced difference in speaking ability will be made in consultation with the parents as discussed in the section on the Kindergarten.

Our goal is to develop each child's ability to express himself, to listen and comprehend, and to enjoy reading.

Specific goals are for each child:

a) to be reading at first grade level in his first language

b) to be able to understand simple sentences in his second language

c) respond in simple conversational situations in his second language.

d) to be able to write the alphabet in manuscript, lower and upper case, in the first language.

e) be performing at grade level in mathematics and science*

f) be able to keep time to music and differentiate simple rhythmic differences.

2) Motor Skills

A program of progressive body control will be taught. By the end of the year students will be expected to be able to:

a) walk the balance beam, forward, backward and sideways

b) Turn forward and backward somersaults.

c) Skip rope individually.

d) Jump rope when turned by others and adjust to changes in tempo.

e) Climb a rope.

f) Demonstrate ability to use workshop tools safely and correctly.

3) Social-psychological Goals

a) A sense of personal worth on the part of each youngster.

b) An acceptance on the part of each child that school is a place of interest where he can be happy, share his ideas and experiences, and learn new things.

C. Sixth Grade (Native-American only)

1) Academic Goals

a) Children will have increased their ability to read with understanding and present ideas derived from their reading both orally and in written form.

b) Children will be performing at their grade level or closer to it than at the beginning of the year in mathematics, science, and social science.*

c) Both Native-American and Anglo children will demonstrate a knowledge and appreciation of Pomo Indian culture and more broadly, an understanding of man's relationship to his environment.

* This is a legitimate project goal since a major raison d'être of the total Bilingual Program is to counter the historic tendency of minority children to fall further and further behind their classmates. However, the flavor the goal connotes is not consonant with our working hypothesis that children will be guided in their development at their own natural pace so that there will be no gaps in their learning experiences and all will have the satisfaction of progressing.

aiming toward child's eventual

11.4 The current project will be linked to a future Bilingual Program at the indicated grade level: (indicate specific grade)

code:	00 (if no EMT)	0 not mentioned	grades 1-3	4-6	7-9	10-12	13-college	14 Voc. training
I E-DOM				X				
II E-DOM - EMT				X				
II_1 E-DOM/NEMT				X				

code: 13=College or University (Other professional training)
14=Federal, State, or Private Vocational Job training

11.4 I 4
I_2 4
II 4

11.5 Second language learning for English dominant students is projected through grade:

11.5 I_2 6
II 6

code:	00 if no EMT	0 not specified	grades 1	2	3	4	5	6	7	8	9	10	11	12
II EMT								X						
II_2 N-EMT/E Dom								X						

11.6 Learning in their native language for Non-English dominant students is projected through grade:

11.6 6

0=not specified/Grade 1 2 3 4 5 6 7 8 9 10 11 12

11.7 The amount of instructional time in and through their native language per day for N-EMT students who are N-E dominant is:

NS

code: 0=not specified m=math s = science ss = social studies

	11.7 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-EMT
PreK			all	Pre K NS
1			all	1 NS
2				2
3				3
4				4
5				5
6			all	6 NS
7				7
8				8
9				9
10				10
11				11
12				12

11.10 The amount of instructional time in and through their native language for N-EMT students who are English dominant is:

NS

code: 0 = not specified N.A. = not applicable, no N-EMT, E dom students

	11.10 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.11 Subjects taught in native lang.	11.12 % of time per day of instruction through N-EMT
PreK	NS		NS	Pre K NS
1	NS		NS	1 NS
2				2

11.5 Second language learning for English dominant students is projected through grade: 11.5 I_2 6 / II 6

code:	00 if no EMT	0 not specified	grades 1	2	3	4	5	6	7	8	9	10	11	12
II EMT	--	--	--	--	--	--	--	X	--	--	--	--	--	--
II_4 N-EMT/E Dom	--	--	--	--	--	--	--	X	--	--	--	--	--	--

11.6 Learning in their native language for Non-English dominant students is projected through grade: 11.6 6

O=not specified/Grade 1 2 3 4 5 6 7 8 9 10 11 12

11.7 The amount of instructional time in and through their native language per day for N-EMT students who are N-E dominant is: NS

code: O=not specified m=math s = science ss = social studies

	11.7 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-EMT	
PreK			all	Pre K	NS
1			all	1	NS
2				2	
3				3	
4				4	
5				5	
6			all	6	NS
7				7	
8				8	
9				9	
10				10	
11				11	
12				12	

11.10 The amount of instructional time in and through their native language for N-EMT students who are English dominant is: NS

code: 0 = not specified N.A. = not applicable, no N-EMT, E dom students

	11.10 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.11 Subjects taught in native lang.	11.12 % of time per day of instruction through N-EMT	
PreK	NS		NS	Pre K	NS
1	NS		NS	1	NS
2				2	
3				3	
4				4	
5	NS		NS	5	
6				6	NS
7				7	
8				8	
9				9	
10				10	
11				11	
12				12	

11.13 1-Program is one-way - only non-English Mother Tongue students (including N-EMT-English dominant). English Mother tongue students do not receive instruction in a second language

11.13 2

0-no English Mother tongue students

2-Both EMT and N-EMT students receive Second Language Instruction

11.14 The amount of instructional time in and through their second language for pupils who are native speakers of English is: NS

code: 0 = not specified N.A. = not applicable, no English MT students

	11.14 Min. per day of instruction through N-EMT	Total min. per day of any instruction	11.15 Subjects taught in native lang.	11.16 % of time per day of instruction through N-EMT
~~Pre~~K	NS		NS	~~Pre~~ K NS
1	NS		NS	1 NS
2				2
3				3
4				4
5				5
6	NS		NS	6 NS
7				7
8				8
9				9
10				10
11				11
12				12

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply) 11.17 3,5,6

"Language will be taught in a mixed situation" C.70, p.20

0-not specified

1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.

2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.

3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.

4-the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either.

5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.

6-constant switching from one language to another by teacher during lesson.

7-the teacher uses English and the paraprofessional then translates the same material for N-EMT pupils.

8-other (summarize)

	Min. per day of instruction through N-EMT	Total min. per day of any instruction	Subjects taught in native lang.	% of time per day of instruction through N-EMT
~~Pre~~K	NS		NS	~~Pre~~ K NS
1	NS		NS	1 NS
2				2
3				3
4				4
5				5
6	NS		NS	6 NS
7				7
8				8
9				9
10				10
11				11
12				12

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply) 11.17 3,5,6

"Language will be taught in a mixed situation" C 70, p.20

0-not specified
1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
4-the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either.
5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
6-constant switching from one language to another by teacher during lesson.
7-the teacher uses English and the paraprofessional then translates the same material for N-EMT pupils.
8-other (summarize)

12.0 METHODS OF SECOND LANGUAGE TEACHING see xerox 11 a-d

(Mark all that apply; some projects may use a combination of methods) 12.0 1,2a

1-Audio-lingual habit skills or behavioral approach. Emphasis on communication. Includes contrastive analysis of sounds (units) in both languages by teacher and students, student repitition of tapes and/or fluent teachers' model sentence patterns until responses are automatic. Structural drills and dialogues are systematically presented. Includes direct association between object and word in second language in a sequence of patterns learned in complete sentences. Inductive-generalizations drawn from examples.

2-Transformational-cognitive approach
Acquiring an understanding of the structural patterns or grammatical rules of a language.

11a

Question 12.0

Methods of Second Language Teaching:

Teaching Methodology and Procedure

Kindergarten

1. In the Mexican-American component class the opening exercises will be conducted in Spanish and English on alternate days and simple classroom formalities and directions will be given in the language-of-the-day, so that all children will soon respond to "Buenos dias", "everybody please sit down," "Hora de jugar", "clean-up time", etc.

2. In this component's class, songs, dances and musical games in both languages will be extensively employed to allow children repeated opportunity both to hear and voice the sounds of their second language. We see this as a good way to integrate the two language speaking groups in joint activities.

3. For both components there will be a daily period of from five to fifteen minutes of motor-perceptual activities that will fulfill and supplement the physical education program. It will begin at a very basic level and develop in a structured manner. Emphasis will be on individual improvement rather than competition. The activities are set up so that as the children are developing greater physical coordination, they are also reinforcing their learning of colors, shapes and sizes.

4. In both components the Inventory of Developmental Tasks compiled by the Santa Clara School District and Frostig exercises will be used to develop motor coordination in drawing and writing, and will be a part of the daily program.

5. Books and stories used will be perinent to the component concerned. For the Mexican-American class, dual language editions will be utilized. Hearing stories and fairy tales translated from the other language into their own will introduce the children of each culture to the background of the other.

6. For the Native-American class, books and stories will be made from Pomo myths for use at this level to supplement the regular readings and again provide a basis for knowing more about the cultural background of some of the students.

7. In the Mexican-American classroom we will be teaching in both languages as much as possible, since true bi-lingualism is our goal. Language will be taught in a mixed situation, everyone learning both Spanish and English. Parallel language lesson plans and patterns of teaching developed by the State of Michigan Department of Education for Bilingual Curriculum will be used as a base plan. Other subjects will be taught in both languages as much as possible.

8. Aides will make out monthly evaluation sheets for each child. This will include a tape recording of their proficiency, as measured by vocabulary, articulation and fluency, in their first language and where pertinent, in their second language, so that we can have a measure of how each child is progressing.

9. We want to reinforce and foster the natural openness, responsiveness and imagination of children at this age level, so we will utilize props and participation techniques such as finger plays, open-ended story telling, pets, dramatization, show-and-tell, etc. with situations and pictures to encourage self expression. Working in small groups will also offer opportunities for more children to speak and for those who are shy to feel less on public display.

10. In the latter part of the year the language master and tape recorders will be used in further reading readiness activities.

11. Various walks and field trips are planned to tie in with classroom activities and discussion.

12. Celebrations in Pomo and Mexican culture will be made a part of the lesson structure in addition to the attention now given to American holidays. Where the two relate, explanations will be oriented to showing that each culture offers valid ways of looking at similar phenomenon.

13. The classroom will be arranged informally, with activity areas and enough open space to allow for flexible arrangement. Activity areas will include library table; woodworking bench; painting corner; table for puzzles, beads, crafts; a corner for make-believe with costumes and props for house-keeping; and a building block section.

. First Grade (Mexican-American component only)

1. Academic Area

a) It is planned to bring the special techniques usually limited to reading clinic use into the classroom: language masters, tape recordings, the Sullivan Series, etc.

b) There will be a daily read-aloud time with discussion following for groups in each language. Materials read will include items geared to fill in the common cultural gap that Mexican-American children so often reveal regarding stories "all children are familiar with". By the end of the year children will be read simple books in their second language as well, with the discussion still conducted in their first language if necessary.

c) Each-teach games will be utilized for English and Spanish speaking pairs, as we plan to have the children teach each other and also help devise and refine ways in which this can be done effectively.

d) Each of the first graders will be "tutored" by a sixth grader. The older student's role is seen as similar to a "buddy" and the program will be planned in such a way that Mexican-Americans and Anglos are tutored by a child with an other cultural background.

e) To a great extent as possible children will encouraged to progress at their own pace. With two aides working with each teacher it will be possible to give more individualized attention than usual.

f) As in the Kindergarten aides will make out monthly evaluation sheets for each child. This will include a tape recording of their proficiency, as measured by vocabulary, articulation and fluency, in their first language and where pertinent, in their second language, so that we can have a measure of how each child is progressing.

g) As in the case of the Mexican-American kindergarten, the opening exercises and classroom business will be conducted in alternate languages each day.

h) There will likewise be extensive use of songs, games and dances in both languages in which all children can participate from the very start.

i) Mathematics instruction will be given in small groups in the children's first language. Initially this will also be true of science and social studies. Later in the year weekly units in these two areas will be presented, two days in Spanish, two days in English, with the children meeting in small groups

the fifth day for participative review in their first language.

j) The classroom will be arranged as described for the kindergarten, with activity areas set up to allow for flexible utilization of the space.

h) Also as discussed in the kindergarten section, holidays or seasonal celebrations from the Mexican-American and Pomo cultures will be included in the instructional program, with cross cultural similarities pointed up.

. Social Psychological Area

We will attempt to meet the need for enhanced self-esteem on the part of

80 many of our youngsters by:

a) Structuring activities to provide repeated opportunities for success and minimize failures.

b) Help them develop self-confidence in their ability to express themselves by offering many chances for verbal participation in small groups, to record and listen to themselves on tape and to work with instant replay TV.

c) Demonstrate the worthiness of all ethnic backgrounds by our appreciative study of them.

2a-inductive -generative approach: through listening to communication, perhaps of peers, and attempting the new language in situations which call for the student to generate sentences - test his understanding. (the way native language is acquired)
Includes direct association between object, picture or action and word in second language.

2b-deductive - the cognitive code approach: through initial formal study and analysis of grammatical structures, then applying them through examples, i.e. answering questions, or transforming affirmative sentences to negative, declarative to interrogative, active to passive.

3-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-M* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

	I		II	
	Non Eng dom students		Eng dom students	
	A in dom lang	B in second lang	A in dom lang	B in second lang

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned:					13.1 IB 1,4 IIB 1,4
1-concurrently with dominant language listening-speaking skills		---		---	
2-after a specified level of competency achieved in listening-speaking skills in dominant language		---		---	
3-a specified period of time after listening-speaking skills in dominant language taught		---		---	
4-before any specified level of listening-speaking competence achieved in dominant language		---		---	
13.2 ALM sequence followed:					13.2 IA 1,2,3 IB 1,2,3 IIA 1,2,3 IIB 1,2,3
1-Listening-speaking proficiency precedes introduction of reading	X	X	X	X	
2-Reading is taught concurrently with listening-speaking skills	X	X	X	X	
3-Learning to read overlaps learning					

C 70, p.16

to negative, declarative to interrogative, active to passive.

5-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-M* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

	I Non Eng dom students		II Eng dom students	
	A in dom lang	B in second lang	A in dom lang	B in second lang

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned:					13.1 IB 1,4 IIB 1,4
1-concurrently with dominant language listening-speaking skills		---		---	
2-after a specified level of competency achieved in listening-speaking skills in dominant language		---		---	
3-a specified period of time after listening-speaking skills in dominant language taught		---		---	
4-before any specified level of listening-speaking competence achieved in dominant language		---		---	
13.2 ALM sequence followed:					13.2 IA 1,2,3 IB 1,2,3 IIA 1,2,3 IIB 1,2,3 C 70, p.16
1-Listening-speaking proficiency precedes introduction of reading	X	X	X	X	
2-Reading is taught concurrently with listening-speaking skills	X	X	X	X	
3-Learning to read overlaps learning of listening-speaking skills	X	X	X	X	
4-There is some overlap between learning to read and to write	---	---	---	---	
13.3 Listening-speaking proficiency determined by:					13.3 IA 1,2 IB 1,2 IIA 1,2 IIB 1,2
1-measure of listening-speaking proficiency	X	X	X	X	
2-informal assessment by teacher	X	X	X	X	
13.4 Second language reading skills are learned:					13.4 IB 1 IIB 1
1-concurrently with learning to read in dominant language		X		X	"...after verbal competency is obtained." C 70, p.17
2-after a specified level of dominant language reading competence achievement		---		---	
3-a specified period of time after learning to read in dominant language (e.g. a specific grade)		---		---	
4-before learning to read in dominant language		---		---	

	I Non Eng dom students A dom lang	I B second lang	II Eng dom students A dom lang	II B second lang	
13.5 Reading is introduced: A-individually, when child is ready or at a specific time during grade: K	___	___	___	___	13.5 IA 1
	___	___	___	___	IB 1
1	X	X	X	X	IIA 1
2	___	___	___	___	IIB 1
3	___	___	___	___	C 70, p.17
13.6 Reading readiness is determined by: 1-test of reading readiness	___	___	___	___	13.6 IA 2
2-informal teacher assessment	X	X	X	X	IB 2
					IIA 2
					IIB 2
13.7 Grade level reading is expected: 1-in first grade	X	___	X	___	13.7 IA 1
2-in second grade	___	___	___	___	IB NS
3-in third grade	___	___	___	___	IIA 1
4-in fourth grade	___	___	___	___	IIB NS
5-in fifth grade	___	___	___	___	C 70, p,17
6-in sixth grade	___	___	___	___	
7-other (specify)	___	___	___	___	

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected: 13.8 IB 2 IIB 2
1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply) 14.0 I 2 II 2

	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.		___
2-Second language learning is both a separate subject and also a medium of instruction for other subjects.	X	X
3-Second language learning ...		

13.6 Reading readiness is determined by:

1-test of reading readiness					13.6 IA 2
2-informal teacher assessment	X	X	X	X	IB 2
					IIA 2
					IIB 2

13.7 Grade level reading is expected:

1-in first grade	X		X		13.7 IA 1
2-in second grade					IB NS
3-in third grade					IIA 1
4-in fourth grade					IIB NS
5-in fifth grade					C 70, p,17
6-in sixth grade					
7-other (specify)					

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected: 13.8 IB 2 IIB 2

1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: 14.0 I 2 II 2
(mark all that apply)

	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.		
2-Second language learning is both a separate subject and also a medium of instruction for other subjects.	X	X
3-Second language learning is always integrated with the learning of oourse content (such as social studies) or as a medium of cognitive development.		
4-Academic content taught in the native language is used as the referential content of second language learning (the same concept taught in the native language is taught in the second language).		
5-Different academic content is taught in the second language from that which is taught in the native language.		
0-not specified		
6-other (specify)		

15.0 TREATMENT OF CHILD'S LANGUAGE:

	I: Non Eng. dom. students A -in dom. lang.	I: B 2nd lang.	II: Eng. dom. students A Eng.	II: B 2nd lang.	15.0
1-The child's language is respected. It is not corrected, rather, all of the child's speech is accepted. However, the teacher provides a model of the standard language aiming toward child's eventual control of the standard form.	X	X	X	X	(inf) C 70, p.19 p.20 p.22
2-The child's language is corrected- the teacher points out errors and demonstrates the standard form.	—	—	—	—	
3-Other (specify)	—	—	—	—	
0-Not specified	—	—	—	—	

15.0 IA 1
IB 1
IIA 1
IIB 1

16.0 MATERIALS

16.1 Reading Materials-Types
Reading Materials are: (mark all that apply)

	16.1 IA	I	II A	II B	16.1
1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.)	X	X	X	X	IA 1
2-Basal readers	—	—	—	—	IIB 1
3-Dialect readers	—	—	—	—	IIA 1 IIB 1
4-Experience charts (stories dictated by children)	—	—	—	—	

16.2 If some reading material is in the child's dialect, indicate how long it is used:

	16.2 IA	II A
1-Grade 1	NA	NA
2-Grade 2		
3-Grade 3		
4-Beyond Grade 3		
0-not specified		

16.3 The following are techniques and materials used for second language learning:

0-none specified	—	—	
1-pattern drills	—	—	
2-dialog memorization	—	—	
3-choral repetition	X	X	C 70, pp. 19, 20
4-songs	X	X	
5-programmed instruction	X	X	
6-stories read to children	X	X	

AUDIO VISUAL AIDES

aiming toward child's eventual control of the standard form.	X	X	X	X (inf)	C 70, p.19 p.20 p.22
2-The child's language is corrected- the teacher points out errors and demonstrates the standard form.	—	—	—	—	
3-Other (specify)	—	—	—	—	
0-Not specified	—	—	—	—	

16.0 MATERIALS

16.1 Reading Materials-Types

Reading Materials are: (mark all that apply)

1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.)	16.1 IA X	I X	IIA X	IIB X	16.1 IA 1
2-Basal readers	—	—	—	—	IIB 1
3-Dialect readers	—	—	—	—	IIA 1 IIB 1
4-Experience charts (stories dictated by children)	—	—	—	—	

16.2 If some reading material is in the child's dialect, indicate how long it is used:

1-Grade 1	16.2 IA NA	IIA NA
2-Grade 2		
3-Grade 3		
4-Beyond Grade 3		
0-not specified		

16.3 The following are techniques and materials used for second language learning:

0-none specified	—	—	
1-pattern drills	—	—	
2-dialog memorization	—	—	
3-choral repetition	X	X	C 70, pp. 19, 20
4-songs	X	X	
5-programmed instruction	X	X	
6-stories read to children	X	X	
AUDIO VISUAL AIDES			
7-films, filmstrips	X	X	
8-flannel or magnetic boards	—	—	
9-realia, graphic displays	X	X	
10-records, tapes	X	X	
11-listening centers	X	X	
12-multi-media approach	—	—	
Experiential:			
13-role playing	—	—	
14-puppetry	—	—	
15-experience charts	—	—	
16-primary typewriter	—	—	
17-learning through direct experience with materials e.g. Montessori	X	X	
18-activity centers-chosen by child	X	X	C 70, p.22-j
19-other (specify)	—	—	
Learning outside the classroom:			
20-field trips	X	X	C 70, p.23
21-suggested TV programs - video-tapes	X	X	
22-other (specify)	—	—	
23-Dramatic play, games	X	X	
29-Classroom newspaper-6th grade	X	X	C 70, p.23
	X	X	C 70, p.22

16.4 The sources of Non-English materials and textbooks are: 16.4 1,2,3,4,5,6, 7,9,10,11
(mark all that apply)
0-not specified
1-are written by native speakers of that language
2-commercially prepared and published in countries where N-E is the native language
3-developed by the project's own bilingual staff
4-developed by the staff of another bilingual project (specify which)
5-developed in conjenction with project parents
6-developed by or with members of N-EMT community
7-are culturally appropriate for N-E culture
(specify how this is determined) Indian Cultural Committee
8-are cross cultural
9-commercially prepared and published in the U.S.
10-are translations of U.S. texts
11-are coordinated with materials used in the regular subject curriculum
12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1
0-not specified
1-xerox attached-page and document C 70, pp. 24,25,26 see xerox 15a-c

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 3,5
0-not specified
Pupils of both linguistic groups are: separated for reading and writing C 70, p.17
1-always mixed for all learning
2-mixed for language learning
3-mixed for some academic subject learning
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into dominant language groups
6-separated for most academic subject learning into dominant language groups
7-never mixed for language or other academic learning
8-other (specify)

17.2 Students are grouped for language instruction: 17.2 A. 2
(mark all that apply) A-more than ½ the time B Less than ½ the time B. 1,3
0-not specified
1-total class — X
2-small groups (specify size) X Dom. Lang. Groups —
3-individual instruction — X

17.3 Criteria for grouping:

	Students			
0-not specified	I Non Eng dom	II Eng dom EMT	II$_1$ Eng dom NEMT	17.3 I 3
				II 3
1-by age				II$_1$ 5

(specify how this is determined) Indian Cultural Committee
8-are cross cultural
9-commercially prepared and published in the U.S.
10-are translations of U.S. texts
11-are coordinated with materials used in the regular subject curriculum
12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1
0-not specified
1-xerox attached-page and document C 70, pp. 24,25,26 see xerox 15a-c

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 3,5
0-not specified
Pupils of both linguistic groups are: separated for reading and writing C 70, p.17
1-always mixed for all learning
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7-never mixed for language or other academic learning
8-other (specify)

17.2 Students are grouped for language instruction: 17.2 A. 2
(mark all that apply) A-more than ½ the time B Less than ½ the time
0-not specified B. 1,3
1-total class
2-small groups (specify size) X Dom. Lang. Groups X
3-individual instruction X

17.3 Criteria for grouping:

0-not specified	Students I Non Eng dom	II Eng dom EMT	II$_1$ Eng dom NEMT
1-by age			
2-by native language			
3-by dominant language	X	X	
4-by language proficiency (ex. level of reading skill)			
n.a. not applicable (no E.dom/NEMT)			
5-by parental choice			X

17.3 I 3
II 3
II$_1$ 5
C 70, p.16

18.0 TUTORING

18.1 Student Tutoring is: (mark all that apply) 18.1 1,3
no-not mentioned
0-type is not specified
1-inter-ethnic (N-EMT student tutors EMT students)
2-intra-ethnic (N-EMT student tutors N-EMT)
3-done by older children (cross age) 6th graders C 70, p.21
4-done by peers (same age)
5-other (specify) _____

18.2 Paraprofessionals or aides give tutoring or instruction as follows: 18.2 1,2,3,4
0-area not specified
1-inter-ethnic (N-EMT aide tutors EMT student)
2-in the acquisition of native language skills
3-in the acquisition of second language skills
4-in other academic subjects

15a

Question 16.5 Materials

with the following additions:

Language

ESOL Guide: Kindergarten
and
Spanish Guide: Kindergarten

Michigan Oral Language Series, FLICS (Foreign Language Innovative Curricula Studies), Michigan Migrant Primary Interdisciplinary Project, Ann Arbor, Michigan: 1969.

Language Arts

Frostig Motor Perceptual Exercises

Pre-Reading Skills, Ginn and Co., Supplemental State Series.

Readiness in Language Arts, Sullivan Associates, Behavioral Research Laboratories, Palo Alto: California

Visual Motor Forms, Winter Haven Lions Research Foundation, Inc.

Mathematics

Modern School Mathematics, Structure and Use: K, Houghton Mifflin, Co., workbooks and "big book."

Learning to Think Series, Science Research Associates: Chicago.

Story Books

Titles in English are available from the school and county libraries. Additional books will be bought by the project in Spanish as either dual language editions or translations from English where this is possible.

For the Native-American Component, myths are being written and illustrated for use at this level.

Other

Various duplicating workbooks of readiness work in phonics, numbers, alphabet, etc.

II. First Grade

Texts used will be regularly supplied California State Series the following additions or replacements:

Language

Interdisciplinary Oral Language Guide: Primary
and
Spanish Guide: Primary,
Michigan Oral Language Series, FLICS, Ann Arbor:Michigan, 1969.

Miami Linguistic Series, State Series, Supplemental Texts

Primers in Spanish from Mexican and Puerto Rican school systems.

Language Arts

Frostig Motor Perceptual Exercises

Readiness in Language Arts, Sullivan Associates, Behavioral Research Laboratories: Palo Alto, California.

Mathematics

Elementary School Mathematics, English edition. (State supplemental
and
Matematica para la Educacion Primaria, Spanish edition.
Addison Wesley Co.

These will replace the regular state texts.
We will use texts, duplicating workbooks, and teacher's edition.

Learning to Think Series, Science Research Associates

Story Books

Titles in English are available from the school and county libraries. Additional books will be bought by the project in Spanish as either dual language editions or translations of English editions where possible.

Bowmar Early Childhood Series from the state will be supplemented by the Spanish versions.

Other

Various duplicating workbooks of phonics, reading readiness, alphabet, social studies, and art work.

III. Fifth-Sixth Grade

State Series texts will be used with the following additions:

Pomo Indian Culture

Vinson Brown, Pomo Indians of California and their Neighbors,

15 C

Naturegraph Publishers, Healdsburg, California
Especially rewritten for this class

Marcello Masson, A Bag of Bones, Naturegraph Publishers, Healdsburg, California

Willoya and Brown, The Return of the Indian Spirit, Naturegraph Publishers, Healdsburg, California

Other

Various myths and stories are being rewritten and illustrated for use in the program.

Additional reference and library books are being bought about Indian heritage in general and its relation to other American cultures (Mexican, Latin American).

Junior Great Books Course, The Great Books Foundation, Chicago, Illinoi:

B. Equipment

Items	Number
Tape recorders	
cassette players	2
cassette recorders	5
"Language Master"	1
cassette tapes	200 cassettes
blank cards, Language Master	5 boxes
Video Tapes : ¾ minute	10 reels
Headsets & Accessories	16
Photographic Materials	
Instamatic cameras	4
film B & W	20 rolls
Motor-perceptual training Materials- balance beam, hoops, rope, mats, etc.	1 set
Primary typewriter, Spanish	1
Typewriter, Spanish	1
Typewriter, portable English	1
Projection screens	3
Maps	
(Mexico, World, California)	5
Work Benches	3 sets
Aquarium - terrrarium	3

18.3 Parent tutoring: (mark all that apply)
no-not mentioned
0-type not specified
1-inter-ethnic parent tutoring is used
2-intra-ethnic parent tutoring is used

18.3 NS

see C 70, pp.28, 29 (tutoring not mentioned)

Parents are trained to become tutors for their children:
3-in the home by a home-visiting teacher
4-in an adult education component
5-in school through observation and guidance of teacher
6-as parent volunteers who tutor during the school day
7-materials are provided for use in home by parents
8-other (specify)

19.0 CURRICULUM PATTERNS see xerox 16a and 11 b-d

19.0 2 (6th grade), 4,5,6,8

C 70, pp.16-22

The stated curriculum pattern of the bilingual project:
1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)
2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
3-flexible or modular scheduling
4-small group instruction
5-individualized learning
6-open classroom
7-guided discovery and inquiry
8-a curriculum which is both child and subject-centered
9-others (specify)
10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through:
0-method not mentioned
1-structured environment rich with materials child can manipulate order, compare, match for perceptual-motor development
2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
3-labeling and discussion of concepts related to time, space, distance, position
4-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)
5-direct experience of processes of science through discovery

20.1 2,4,5

7-materials are provided for use in home by parents
8-other (specify)

19.0 CURRICULUM PATTERNS see xerox 16a and 11 b-d

19.0 2 (6th grade), 4,5,6,8

C 70, pp.16-22

The stated curriculum pattern of the bilingual project:

1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)
2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
3-flexible or modular scheduling
4-small group instruction
5-individualized learning
6-open classroom
7-guided discovery and inquiry
8-a curriculum which is both child and subject-centered
9-others (specify)
10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

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2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
3-labeling and discussion of concepts related to time, space, distance, position
4-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)
5-direct experience of processes of science through discovery, using materials rather than text; active experimentation by child with teacher's guidance rather than teacher demonstration.
6-direct experience of math through discovery rather than instruction
7-other (specify or xerox) p. no. and document:

20.1 2,4,5

20.2 Cognitive development in later grades (grade 4 and above)
0-method not mentioned
1-specify or xerox p. no. and document
n.a.-no grade 4 or later grades

20.2 NS

Answer 19.0

16 a

11. Continued Planning and Curriculum Development

A. A curriculum planning committee will be formed in October, drawing teachers from the relevant grades to help us plan:

a) A second grade program for the Mexican-American component

b) A first-second grade program for the Native-American component

c) Junior High school courses.

These latter will be an outgrowth of our fifth-sixth grade program for the Native-American component but will be of special interest to seventh and eighth graders of Mexican-American descent and Anglos as well.

B. Dr. Eero Vihman will develop materials on the Pomo Culture, History, and Language program, continuing the work he began toward the end of the planning year.

21.0 SELF-ESTEEM

21.0 1,2,4,5,6,7, 8,10,12.14

C 70, pp. 20-22

Stated methods of project compenent expected to increase self-esteem:
no-self-esteem not mentioned as an objective
0-self-esteem is an objective but methods not specified
Teacher encourages pupil to verbally express his feelings:
1-through role-playing
2-puppetry
3-language-experience approach: students dictate stories from their own experience
4-teacher accepts, acknowledges ideas and feelings
5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways
7-teacher provides experiences leading to competency and success
8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
9-other (specify) (xerox or summarize) document page #

Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:
10-pupils act as tutors for other pupils
11-puils have some options in choice of curriculum
12-pupils choose activities from a variety of interest centers
13-older puils participate in curriculum planning and/or development
14-pupils write a bilingual newspaper for dissemination to the community
15-other (specify)

22.0 LEARNING STRATEGIES

22.0 1 (6th grade)

1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group: (specify or xerox) Document and Page no.
Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activites, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
0-none mentioned

C 70, p.13--"The rationale for introducing the program at the 5th-6th grade level rather than in the two earliest grades is that this

4-teacher accepts, acknowledges ideas and feelings
5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways
7-teacher provides experiences leading to competency and success
8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
9-other (specify) (xerox or summarize) document page #

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11-puils have some options in choice of curriculum
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13-older puils participate in curriculum planning and/or development
14-pupils write a bilingual newspaper for dissemination to the community
15-other (specify)

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0-none mentioned

C 70, p.13--"The rationale for introducing the program at the 5th-6th grade level rather than in the two earliest grades is that this is a decisive period for this group of children. The drop-out of students after the 6th grade is pronounced. Apparently at puberty, racial identification often becomes a matter of personal consequence, as they find themselves redefined by some of their Anglo peers...it was decided that the immediately pre-pubertal age group should therefore be dealt with from the very start."

23.0 BICULTURAL COMPONENT

23.1 This program is:

23.1 3
C 70, p.15

1-bilingual alone
2-bilingual and bicultural
3-bilingual and multicultural
0-not specified as to which of the above
4-an ethnic studies program is included in the bilingual program
5-art, posters, realia, crafts of both cultures are exhibited in the classroom
6-language and cultural content are integrated
7-other (specify)

23.2 Cross-cultural awareness: 23.2 NS
If project mentions specific values or modes of behavior of N-EMT culture, please summarize below: (or attach xerox)
found in document _____, page # _____.
0-not mentioned

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 23.3 NS
0-none mentioned

23.4 In the bicultural compenent knowledge of the N-EMT culture involves (mark all that apply) 23.4 1,2,3,6
0-no bicultural component mentioned
* 1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or politcal movements
2- Historical-cultural heritage of the past--contributions to art and science
3-'Deep' culture: family patterns and contemporary way of life.
4-Itemization of surface aspects of a country--geography, dates of holidays etc.
5-A specific culture only e.g. one Indian tribe
6-Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples)
7-A third culture different from NEMT or EMT
8-Other (specify)

*1. "Celebrations in Pomo and Mexican cultures" C 70, p.20

23.5 American culture is defined: 23.5 2
C-not specified
1-narrowly: primarily Anglo-Saxon orientation
2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed
3-other(indicate document and page number for xerox) or elaborate in your own words

since both Anglo & "native" Americans are discussed

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#)
0-none mentioned — 23.3 NS

23.4 In the bicultural compenent knowledge of the N-EMT culture involves (mark all that apply) — 23.4 1,2,3,6
0-no bicultural component mentioned
* 1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or politcal movements
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2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed
3-other(indicate document and page number for xerox) or elaborate in your own words

since both Anglo & "native" Americans are discussed

24.0 COMMUNITY COMPONENT

24.1 Bilingual libraries are provided for: — 24.1 NS
0-group not specified
1-project children
2-adults of the project community
3-teachers
no-bilingual library not mentioned

24.2 An ethnic studies library is provided for: — 24.2 NS
0-group not specified
1-project children
2-adults of the project community
3-teachers
no-ethnic studies library not mentioned

24.3 Provision is made by the school for informing the parents and community about the program through: (Mark all that apply) 24.3 1,7,9,10,17,15

0-method not specified
no-no provision for informing community
1 · bilingual newsletter
2· monolingual newsletter
3· ews sent to mass media.
4-if articles included with project, check 4
5-bilingual fliers sent home
6-formal meetings
7-informal meetings open to entire community
8-meetings conducted in both languages
9-home visits
10-other (specify) "pot-luck" dinner 15
11-project director personally involved in program dissemination. specify how

10- liaison
17- college courses

C 70, pp.6-8

24.4 Community involvement in the formulation of school policies and programs is sought through: 24.4 3,4,6

0-type not specified
no-not sought
1-existing community groups working with program
2-bilingual questionnaires
3-community-school staff committees
4-community advisory groups
5-formal meetins open to the entire community
6-informal meetings with community groups
7-other (specify)
8-project director personally seeks involvement of community in program. specify how

24.5 The school keeps informed about community interests, events and problems through: 24.5 1,2,3,4,11

no-no mention of school seeking to be informed about community
1-meetings open to the entire community conducted in both languages
2-community representatives to the school
3-bilingual questionnaire sent to the home
4-home visits by school personnel
5-~~other (specify)~~ 11."pot-luck" dinner
0-method not specified

24.6 The school is open to the community through: 24.6 1,2

0-not mentioned
no-school is not open to community for community use

7-informal meetings open to entire community
8-meetings conducted in both languages
9-home visits
10-other (specify) "pot-luck" dinner 15
11-project director personally involved in program dissemination. specify how

10- liaison
17- college courses

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24.4 3,4,6

0-type not specified
no-not sought
1-existing community groups working with program
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3-community-school staff committees
4-community advisory groups
5-formal meetins open to the entire community
6-informal meetings with community groups
7-other (specify)
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24.5 1,2,3,4,11

no-no mention of school seeking to be informed about community
1-meetings open to the entire community conducted in both languages
2-community representatives to the school
3-bilingual questionnaire sent to the home
4-home visits by school personnel
5-~~other (specify)~~ 11-"pot-luck" dinner
0-method not specified

24.6 The school is open to the community through:

24.6 1,2

0-not mentioned
no-school is not open to community for community use
1-opening school facilities to the community at large for use after school hours and on weekends
2-providing adult education courses (language)
3-other (specify)

25.0 IMPACT EVALUATION

25.1 Project mentions description or dissemination of the bilingual program through:

25.1 1,2,3,4,6 (all planned)

1-newspaper articles
2-radio programs
3-TV programs
4-video-tapes
5-films
6-visitors to observe the program

C 70, p.8

25.2 Project's impact: 25.2 1,3

1-Project mentions that other classes in the school, but not in the program have picked up methods or material from the bilingual program
2-Project mentions other schools in the local educational system have started bilingual programs
3-Project mentions that a University has instituted teacher training courses in bilingual education to meet staff development needs

C 70, p.12

26.0 ROLE OF EVALUATOR

26.1 Evaluator has field tested, on a group of children who are of the same language, culture and grade levels as the children in the bilingual program: 26.1 1,4

0-not mentioned
1-published measures
2-staff developed measures
3-staff translations of published measures
4-staff adaptations of published measures

26.2 Evaluator has personally observed students in the program: 26.2 2

0-not mentioned
no-never
1-once or twice during the year
2-more than twice
3-regularly
4-other (specify)

26.3 Evaluator has met with teachers: 26.3 1 (planned)

0-not mentioned
no-never
1-once or twice during year
2-more than twice
3-regularly
4-other (specify)

C 70, p.42

27.0 EVALUATION PROCEDURE

27.1 0-not specified 27.1 2
1-A comparison group has been chosen
2-A comparison group will be chosen

27.2 0-not specified (mark all that apply) 27.2 2,4,6,8
1-Pre-tests have been given to project group or sample
2- " will be " "
3-Post-tests have been given to project group or sample
4- " will be " "
5-Pre-tests have been given to comparison group
6- " will be " "
7-Post-tests have been given to comparison group
8- " will be " "